

# EXPLORING ACTIVITIES TO HANDLE DISRUPTIVE BEHAVIOR IN ENGLISH LANGUAGE CLASSROOMS OF PRIVATE SCHOOLS OF NEPAL

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## ABSTRACT

*Disruptive behavior of students in the classroom is one of the challenging jobs of many teachers due to which teachers are demotivated and even think of quitting job. Considering this fact and thinking to uncover the solution for this problem, the present study aimed at exploring activities to handle disruptive behavior in English language classrooms of private schools in Nepal. To accomplish this study, descriptive survey was adopted as research design among 25 English language teachers from different private schools in Nepal. Using a set of questionnaire containing both closed- and open-ended questions, data were collected highlighting nature of disruptive behavior, its causes and teachers' strategies to handle disruptive behavior. The collected data were analyzed adopting both statistical and descriptive approaches. The findings of the study showed that all the participant teachers believed students' disruptive Behavior in the classrooms create problems to the teachers. The findings also showed that talking with classmates, turning sides and backs, scratching fellow mates, gossiping with friends, and moving around the class are the disruptive behavior of the students. The findings, further, showed that the causes of disruptive behavior are students' homely environment, financial crisis, unpreparedness, lack of counseling and effects of teenage. The study, additionally, showed that teacher preparation, counseling, positive school role, parental involvement and focusing student engagement are the ways to address disruptive behavior of students.*

**Key Words:** *Disruptive, inappropriate, aggression, defiance, distractions, Psych-problems, Broken Record Techniques*

## Introduction

Classroom instruction is an effective teaching and learning method when certain essential elements are present including well-prepared teachers, well-managed classrooms, and well-behaved students. However, teaching becomes significantly more challenging when these elements are lacking. A conducive classroom climate promotes successful teaching and enhances students' learning outcomes. Students' attention and behavior also play crucial roles in the learning process. Disciplined

student behavior creates a positive classroom environment and facilitates effective learning, while disruptive behavior hinders the learning process.

Based on my two decades of teaching experience, I have experienced that teaching becomes more difficult due to disruptive student behavior. Disciplined students are easier to educate because they actively engage in the teaching and learning process. They are punctual, consistent, obedient, and perform well in tests. On the other hand, disruptive students cause constant problems as they are irregular, passive learners who often complain about their treatment and negatively impact classroom activities. They frequently perform poorly in tests and face disciplinary measures. Disruptive student behavior affects teaching and learning activities, impedes timely completion of the curriculum, hinders students' success in exams, and can even lead to damage to school property. Based on these realities, I have decided to analyze disruptive student behavior and suggest effective ways to handle such behavior in the classroom.

The term disruptive refers to causing problems and noise that something cannot continue smoothly. It is a cover term for students' behavior which is socially unacceptable. Students' behavior can often be variously interpreted as misbehavior or problematic behavior or immoral behavior or delinquent behavior or maladjusted deliberately disruptive behavior. Similarly, any disturbing behavior obstructing to classroom activities is disruptive behavior. Disruptive behavior is roughly defined as inappropriate behavior of students in the classroom that impedes both; learning and teacher's instructions (Gómez Mármol, A., Sánchez Alcaraz Martínez, B. J., Valero Valenzuela, A., & De la Cruz Sánchez, E.2018. The term " disruptive" also stands for problematic instances and noise that spoils normal discipline in educational setting (Stanfed, Haines and Brown, 2000). Similarly, disruptive, here, also means any activity that causes distress of teachers, disturbs process of learning (Arbuckle and Little, 2004), the inappropriate behavior which violated right of teacher to teach and students right of learning (Turnuklu and Galton, 2001; Charles and Sents, 2005). In the same way, disruptive behavior is simply not only a naughty behavior of students but also the violation of normal and routine activities of the classroom. Such classroom behaviors are the problematic aspect of behavior like bad language, violence which interferes to achieve good standard of language teaching and learning. They may be pupils' misbehavior which distract code of conduct and which are not accepted for the effectiveness of classroom. In general, students' misbehavior is the sole source of obstruction of the classroom instructions.

Charles (2008) explains that disruptive behavior violates class rules, humiliates others and is incompatible with legal and social norms of the society. Disruptive behavior interferes with institutional discipline comprising class-room related

actions such as studying, instruction, research, intellectual or creative endeavors, management other services (Misha, 2009). Apart from this, disruptive behaviors in the classrooms are like eating, drinking, chewing chew gum, passing notes etc. Some of the most common disruptive behavior include learners' inappropriate gestures, talking with classmates, physical and verbal aggression, moving in the class, shouting and not respecting the classroom rules ( Esturgo'-Deu and Sala-Roca, 2010 & Charles, 1996) listed five types of disruptive behavior of the classroom aggression, immorality-lying, cheating, etc, defiance of authority, class disruptions and fooling around, off task, etc. So, disruptive behaviors are temper outbursts, interrupting others, impulsiveness with little regard for safety or consequences, aggressiveness, or other socially and institutionally inappropriate acts. The nature and types of disruptors conclude that all undeniable problems faced by the teachers all generations are disruptive behaviors. (Abeygunawardena and Vithanapathirana, 2019)

Disruptive behavior has been a great problem. Teachers have complaints against the behavioral problems of the students. Due to disruptive behavior students get less academic engaged time and they get low category in achievement tests. Because of classroom disruption, teachers become unable to complete the lesson they have been prepared to teach in a particular class. Howard (2013) and Seeman (2010) observe that each month approximately three percent of teachers and students in urban school, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention; school and classroom disruptions lead nearly two million per year...we lose potentially "good teaches every year; " our nation is always in trouble with recruiting enough teacher, 50 percent quit the profession within five years. When asked why they left, the most frequent reason given is the stress around classroom disruptive behavior. There is lack of good teachers teaching in schools due to the increasing trend of behavioral problems of the students in the classroom. Hong (2012) reported that many teachers from all around the world leave teaching profession because of the stress they get from the students' behavior. Seeman quoted " In one survey, teaches throughout the state of New York " managing disruptive children" in the classrooms as the most stressful problems in the professional lives indeed, the problem was rated as the highest stress facts among the teaches regardless of their age, types of school district, sex, marital status or grade level ( P.2)

From all the aforementioned statements and arguments, it is said that students create several inappropriate behaviors that directly or indirectly affect the smooth and regular conduction of teaching learning activities in the classrooms.

There are different factors contributing to disruptive behavior of the students in the classroom. Disruption is caused if students do not feel to be respected, and feel embarrassed. Lack of proper rest, interest on the subject matter or content, their tiredness, anger, anxiousness and distractions also cause disruptive behavior of the students. The teachers' ignorance, punishments, low attention towards students, ineffectiveness of preparation of the lessons, stress and their inability to cope with changes have also caused for the development of disruptive behavior of the students. Apart from these, students feeling like they do not fit, low concentration level, lack of sleep, dislike for rules or school policies and various learning issues have also contributed to the disruptive behavior of the students.

Teachers themselves can be major factors affecting the behavior of the students together with students and institutions. Harmer, (1991) for examples, unprepared teachers can easily be detected by students, which soon lead to cause problems in classroom. Even if teachers are well prepared, teachers may still get trouble because of the students and institutions.

Moreover, the inconsistent parenting, uncaring parents, or protective parents, negative attitudes of students, lack of motivation from the teachers, poor quality teacher, poor classroom conditions, psychological problems of the students and poor quality of the teachers are also the responsible factors causing the disruptive behavior.

Talking about the disruptive behavior of students in English language classroom, it has been a serious problem among the English Language classroom. English Teachers cannot control the class. Students do not have patience to pay attention to the lesson taught. They have behavioral problem - as they talk with classmates, turn sides and back, scratch fellow mates, gossip with friends, and move around the class. Karki (2017) concludes that secondary level English language teachers faced the problem of not paying attention to studies, involvement in addictive behavior, and getting angry with minor matter. Similarly, teacher's behaviors and lack of their management activities are also responsible behind the development of disruptive behavior of the students. Teachers' inability to build up congenial relationship with students also causes the disturbance in the classroom. Harmer (2008) states that teachers' failures to build the bridges between teachers' content delivery and students expectations. So, if there is not good relationship between students and teachers, then students may frequently strive to disturb the classes. Harmer (1991, p. 235) gives the opinion, "the most effective activities can be made almost useless if the teacher does not organize them properly and disruptive behavior can spoil the best classes if it is not checked". Similarly, Buddha (2012) concluded that classroom becomes disruptive because secondary level English teachers have no

prepared the lesson plans effectively and have not used teaching aids and materials.

Spratt (1994) states that teachers' poor confidence level, lack of ability, attitudes of criticism and rare praise cause disruption in the language classroom which eventually increase the confrontation not only within the students but in the whole class. In the same way, Shrestha (2016) listed the problems of classroom management among secondary students comprising of no training for classroom management and lack of coordination between lesson plans and teaching learning activities. All the studies mentioned above regarding disruptive behavior in the language classrooms talk about the situation of language classroom due to disruptive behavior and discuss more about the causes. The studies have almost not highlighted the exploration of activities to handle the disruptive behavior in the language classroom. Therefore, this paper attempts to find the Activities to handle the disruptive behavior in the classroom of private school of Nepal.

### **Literature review**

Several studies have been carried out attempting to manage the disruptive behavior of the students in English language classrooms. Khasinah (2017) states that English teachers should develop before, while and after occurrences strategies of classroom management. The immediate and efficient ranging from punishment to reward should be developed to avoid the disruption in the classroom. Ur (1996) notes that disruptive behavior should be handled even before they arise and she suggested three main preventive ways. The first is creating careful planning. Teachers with well preparation can earn students' attention win students trust. Likewise, teachers can avoid vacuum moment in which students fill with distracting activities. The second is giving clear instructions to the disruptive students about the rules to be followed. Instruction is very important in teaching and learning process especially in English language class. The third is keeping in touch. Teachers should be alert from the beginning of the class towards what is going to happen in the classroom and make sure that students are aware that their teachers are keeping in touch using their six 'sense' to control their students. Albert (2003) suggests that teachers as managers should undertake quick and positive actions. Hendrick (2001) believes that student's disruptive behavior language classroom can be presented and solved by planning lesson thoroughly, developing positive interaction with students, and conducting lesson effectively. Similarly, Cruickshank, Jenkins, and Metcalf (1995) suggest that teachers build up a rapport with students, make equilibrium between praise and criticism in the classroom and generate energy to prevent disruption in English Classrooms. Howard (2013) reported that teaches allowed interaction, used non-threatening language and properly managed the seating pattern of the students to control students' mischievous behaviors. Moreover, Rafi, Ansar, and

Sami (2020) suggest that praising, motivating or reinforcing students, maintaining a positive/ close relationship with students, formulating basic classroom rules at the beginning the cases; adapting student-centered learning and frequently changing the seating arrangements can control the disruptive behavior in the language classrooms.

Similarly, Canter (2009) argues that the Broken Record Technique (i.e. repeating the point you're making until the other person pays attention to it) works for responding to the students who argue or create problem in the classrooms. Karki (2017) attributes the occurrence of disciplinary habits, lack of coordination between lesson plan and real teaching among the secondary teachers in Nepal.

Baral and Khadka (2021) recommend that formation of rules and regulations or dos' and dont's about optimal classroom behavior played a significant role to mitigate the occurrence of disruptive behavior in the University's English classrooms. Similarly, Ur (1996) discusses about the preventive ways viz. teachers' preparation, teaches clear instructions and developing rapport among the students to handle disruptive behavior in the language Classrooms. Albert (2003) focuses on the positive action to be in the classrooms. Hedrick (2001), Cruickshank, Jenkins and Metcalf (1995), Rafi.et.al (2020) and Karki (2017) highlight the ways to control disruptive behavior of students. They are good preparation of lessons to be taught, applying students centered & methodologies, creating positive and motivating environment in classroom, pattern, size.

Admittedly, all the previously done researches on disruptive behavior do not discuss particularly about the activities to handle the disruptive behavior in English language classroom of private schools of Nepal. Many of researches have been carried out on disruptive behavior but focusing the Nepalese context of private schools, this study was carried out to explore the activities of handling behavioral issues mainly of private school students.

### **Methods and Procedures**

The present study is descriptive in nature as it made use of descriptive data and the information was gathered in a natural context without any outside assistance, describing the actions taken by English teachers in private schools to deal with the disruptive behavior of their students (Denzin, 2019). Descriptive research refers to the scientific methodology in which observation of the sampled population is carried out in its natural surrounding (Nassaji, 2015). It is used to examine the data on observational basis (Williams, 2007).

The study's participants were 25 English language teachers from various private schools in Nepal. Those teachers were chosen using a convenient sampling approach having five years of teaching experience. A questionnaire with both

closed- and open-ended questions was produced and distributed to the sampled teachers, along with sufficient guidelines and information regarding the questionnaire.

### Results and Discussions

The results and discussion have been presented thematically below;

**Disruptive behavior faced in the classrooms.** This section of the research presents the disruptive behavior faced by the teachers in the classroom. The respective data has been presented below in the pie- chart.



Fig 1: Status of disruptive behavior faced by teachers

The data above presents whether the teachers faced disruptive behavior of the students in the classrooms. The data shows that 92% teachers, out of total participants, faced various kinds of disruptive behavior of the students that affected in their classroom teaching. They said that they have experienced their students making noises, gossiping to each other, and asking irrelevant questions in the classrooms. They also found their students blowing whistle hiding their face. But only few teachers (i.e. 8%) responded that they did not face them and nor had they been affected in the classrooms. This shows that most teachers face such behavior of students that affected the teachers in teaching.

**Causes of disruptive behaviours.** This section portrays the causes of disruptive behavior that the students show in the classrooms. Following chart and indexing present the real causes of students' disruptive behavior.

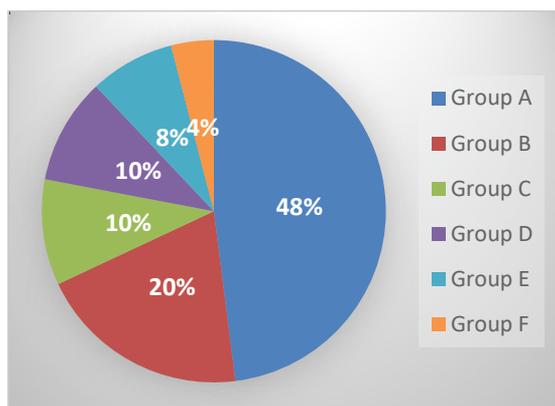


Fig 2: Causes of disruptive behaviors

The data above show that teachers have experienced several causes of disruptive behavior. The causes have been categorized into six categories. The first group identified multiple causes of disruptive behavior including family background, effects of teenage, financial aspect, lack of counseling and unprepared teachers. This group represents 48% of the total teachers.

Similarly, the second group attributed disruptive behavior to family background, effects of teenage, and financial aspect as causes of disruptive behaviour. This group represents 20% of the total teachers. And the third group identified family background, effects of teenage, and unpreparedness of teachers as causes of disruptive behavior. This group represents 10% of the total teachers.

Additionally, the fourth group mentioned family background, effects of teenage, financial aspect, and unprepared teachers as causes of disruptive behavior. This group also represents 10% of the total teachers. Moreover, the fifth group pointed that lack of moral education and financial aspects are the causes of disruptive behavior. This group represents 8% of the total teachers.

Finally, the sixth group mentioned some additional factors such as not understanding the lessons taught by the teachers, health issues, students' disinterest in study, students' dissatisfaction about the rules and regulation of schools and classroom conditions that caused disruptive behavior of the students. This group represents 4% of the total teachers.

**Activities to handle disruptive behaviours of students.** This section presents some activities that are adopted by teachers to handle disruptive behaviours of their students. The activities are categorized into five groups. Here's an explanation of the activities to handle and their respective percentages. Additionally, a pie chart is presented to visualize the distribution:

## INDEX

<b>Group A</b>	<b>Group B</b>
a. Family background	a. Family background
b. Effects of teenage	b. Effects of teenage
c. Financial aspects	c. Financial aspects
d. lack of counselling	
e. Unprepared teachers	<b>Group D</b>
	a. Family background
<b>Group C</b>	b. Effects of teenage
a. Family background	c. Financial aspect
b. Effects of teenage	d. Unprepared teachers
c. Unprepared teachers	
	<b>Group E</b>
<b>Group E</b>	a. lack of moral education
a. lack of moral education	b. Financial aspect
b. Financial aspect	<b>Group F</b>
	a. Others

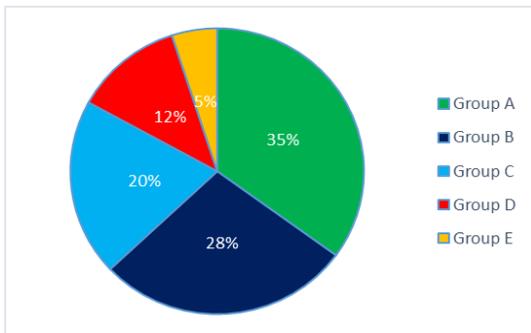
The first group (Group A) of teachers expressed their opinions about several controlling measures. They said that preparation for class from teachers, love and care, counseling and motivation, positive role of schools, discussion with parents, and ignorance of minor problems are the ways through which students’ disruptive behaviours are controlled. This group represents 35% of the teachers.

Teachers in Group B identified preparation for class from teachers, positive role of schools, discussion with parents, and ignorance of minor problems as the controlling measures for disruptive behaviors. It represents 28% of the teachers.

The teachers in Group C focused on counseling and motivation, love and care, and positive role of schools to control their students’ disruptive behaviour. It represents 20% of the participants.

Similarly, the teachers in Group D mentioned that discussion with parents, positive role of schools and ignorance of minor problems as the controlling measures. This group represents 12% of the teachers.

The final group (i.e. Group E) expressed that developing interest of the students to study, developing positive interest of the students towards schools, proper classroom management and engaging students in studies also help to handle disruptive behaviors of the students in the classroom. This group represents 5% of the teachers.



**INDEX**

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|--|---|
| <p><b>Group A</b></p> <ul style="list-style-type: none"> <li>a. Preparation for class from teachers</li> <li>b. Love and care</li> <li>c. Counselling and Motivation,</li> <li>d. Positive role of schools,</li> <li>e. Discussion with parents,</li> <li>f. Ignorance of Minor Problems</li> </ul> <p><b>Group C</b></p> <ul style="list-style-type: none"> <li>a. Counselling and Motivation</li> <li>b. Love and care</li> <li>c. Positive role of schools</li> </ul> <p><b>Group E</b></p> <ul style="list-style-type: none"> <li>a. Others</li> </ul> | <p><b>Group B</b></p> <ul style="list-style-type: none"> <li>a. Preparation for class from teachers</li> <li>b. Positive role of schools</li> <li>c. Discussion with parents</li> <li>d. Ignorance of Minor Problems</li> </ul> <p><b>Group D</b></p> <ul style="list-style-type: none"> <li>a. Discussion with parents</li> <li>b. Positive role of schools</li> <li>c. Ignorance of Minor Problems</li> </ul> |
|--|---|

Fig. 3 : Activities to handle the disruptive behaviors

In the pie chart, Group A would have the largest slice representing 35% of the chart. This would be followed by Group B with a slice of 28%, Group C with a slice of 20%, Group D with a slice representing 12% and Group E with the smallest slice representing 5%.

## Conclusion

The research focused on understanding how English language teachers in private schools of Nepal perceive and deal with disruptive behaviors displayed by their students. It explored various controlling activities used by teachers to address these disruptive behaviors. The findings suggest that teachers' good preparation of the subject matter helps to significantly reduce disruptive behavior of the students in English language classroom. Teachers should set up counselling and motivating guidelines focusing student behavior and enforce these when require. Teachers are also suggested to ignore some minor behavioral problems as intensive invigilation can sometime erupt as a violent behavioral problem. Students feel ashamed of their wrong doings and rectify themselves. Teachers do not need additional efforts for controlling such behavior.

Furthermore, teachers can also involve parents for controlling such behavior. Maintaining the relation with parents helps teachers to get information about the inborn quality of the students, their habits, their likes and dislikes. Such information also helps teachers to develop controlling strategies of disruptive students. Similarly, financial condition of the parents is also responsible for disruptive behavior because the scarcity causes stress and anxiety among the family members that eventually affect to students. They also have limited access to the respective resources and students also have less access to support system. Enhance teaching methods: Teachers can employ varied teaching strategies that cater to different learning styles and engage students effectively. This can include interactive activities, visual aids, hands-on learning, and incorporating real-life examples to make lessons more relatable and interesting.

Schools should prioritize students' health and well-being. This can be done by promoting a healthy lifestyle, providing access to nutritious meals, encouraging physical activity, and offering counseling services or resources for mental health support. Addressing health concerns can positively impact students' ability to concentrate and engage in their studies. Similarly, teachers should create a positive and inclusive learning environment that encourages student engagement. This can involve incorporating student interests into lessons, allowing for student choice and autonomy, and providing opportunities for hands-on, experiential learning. Engaging students actively in their education can enhance their motivation and interest in studying. Schools can foster open communication channels between students and school administration so that students can feel pleased toward the school rules. The study also showed that clean, well-lit, and spacious rooms conducive to learning classrooms also help to create good conditions for mitigating disruptive behavior of the students. Additionally, a psychological strategy is suggested, with the goal of reducing disruptive behavior, in which students who

behave well are publicly appreciated, while those who act out are individually coached.

This paper solely emphasizes the different types of disruptive behavior and controlling and overcoming activities of such behavior in English Language classroom of private schools of Nepal. The study still needs to find out which cause is the most hindering and the best ways to control the disruptive behavior. Additionally, more studies are required to explore the underlying reasons for disruptive behavior, as limited research has focused on the specific causes. Therefore, investigating the different reasons behind disruptive behavior among school level English language students in the Nepalese context is crucial.

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